

## LADY'S ISLAND MIDDLE

30 Cougar Drive  
Beaufort, SC 29907

**GRADES** 6-8 Middle School

**ENROLLMENT** 692 Students

**PRINCIPAL** Priscilla Drake 843-322-3100

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	26	17	1

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	No

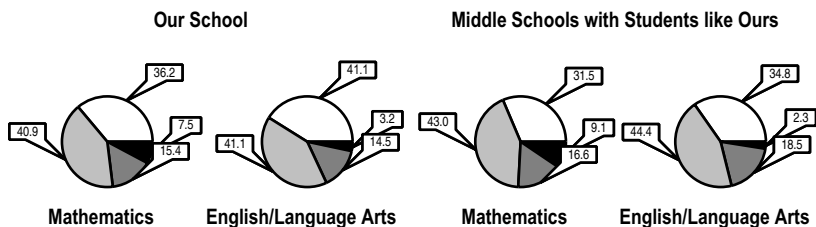
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

90.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	693	98.9	40.5	41.6	14.6	3.3	26.8	Yes	Yes
<b>Gender</b>									
Male	324	98.5	51.7	40.1	7.2	1.0	15.1		
Female	369	99.2	31.0	42.9	20.9	5.2	36.8		
<b>Racial/Ethnic Group</b>									
White	225	99.1	18.3	47.5	25.7	8.4	45.0	Yes	Yes
African-American	432	98.8	49.9	40.0	9.1	1.0	18.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	32	96.9	61.5	23.1	15.4	0.0	15.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	621	99.2	36.2	43.9	16.2	3.7	29.4		
Disabled	72	95.8	79.4	20.6	0.0	0.0	3.2	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	693	98.9	40.5	41.6	14.6	3.3	26.8		
<b>English Proficiency</b>									
Limited English Proficient	19	94.7	66.7	25.0	8.3	0.0	8.3	I/S	I/S
Non-Limited English Proficient	674	99.0	40.0	41.9	14.7	3.4	27.2		
<b>Socio-Economic Status</b>									
Subsidized meals	465	98.9	49.3	40.6	8.9	1.1	18.0	Yes	Yes
Full-pay meals	228	98.7	21.1	43.7	27.1	8.0	46.2		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	694	99.3	36.1	41.1	15.5	7.3	34.5	Yes	Yes
<b>Gender</b>									
Male	325	98.8	43.9	40.8	12.6	2.7	24.8		
Female	369	99.7	29.5	41.3	17.9	11.3	42.8		
<b>Racial/Ethnic Group</b>									
White	225	99.1	16.8	41.6	25.2	16.3	55.0	Yes	Yes
African American	433	99.3	44.6	41.5	11.0	2.9	24.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	50.0	30.8	11.5	7.7	30.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	621	99.4	31.9	42.7	17.2	8.2	37.6		
Disabled	73	98.6	72.7	27.3	0.0	0.0	7.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	694	99.3	36.1	41.1	15.5	7.3	34.5		
<b>English Proficiency</b>									
Limited English Proficient	19	100.0	50.0	25.0	16.7	8.3	33.3	I/S	I/S
Non-Limited English Proficient	675	99.3	35.8	41.4	15.4	7.3	34.6		
<b>Socio-Economic Status</b>									
Subsidized meals	466	99.6	43.3	42.2	11.8	2.7	27.7	Yes	Yes
Full-pay meals	228	98.7	20.1	38.7	23.6	17.6	49.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	212	100.0	55.9	30.1	12.4	1.6	14.0
	Grade 7	203	99.0	30.1	45.9	23.0	1.1	24.0
	Grade 8	213	100.0	45.5	40.6	11.4	2.5	13.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	257	98.4	46.6	35.6	14.6	3.2	17.8
	Grade 7	229	100.0	44.2	42.4	10.7	2.7	13.4
	Grade 8	208	98.1	32.3	44.9	19.2	3.5	22.7

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	212	100.0	44.1	39.8	14.0	2.2	16.1
	Grade 7	203	100.0	37.7	36.6	17.5	8.2	25.7
	Grade 8	213	99.5	51.7	39.8	6.0	2.5	8.5
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	257	99.2	23.4	43.5	24.2	8.9	33.1
	Grade 7	229	100.0	47.3	36.2	9.8	6.7	16.5
	Grade 8	208	98.6	41.5	42.0	10.0	6.5	16.5

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 692)				
Students enrolled in high school credit courses (grades 7 & 8)	47.7%	Up from 40.4%	13.5%	14.6%
Retention rate	1.3%	N/A	4.0%	3.0%
Attendance rate	96.2%	Up from 94.0%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%		6.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%		5.5%	5.3%
Eligible for gifted and talented	17.7%	Down from 18.4%	14.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.5%	Up from 10.1%	14.1%	13.9%
Older than usual for grade	2.6%	Down from 3.4%	4.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 0.6%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 55)				
Teachers with advanced degrees	60.0%	Up from 51.8%	44.6%	48.7%
Continuing contract teachers	61.8%	Down from 69.6%	82.7%	81.7%
Highly qualified teachers**	86.1%	N/A	92.6%	90.4%
Teachers with emergency or provisional certificates	20.0%		5.0%	5.3%
Teachers returning from previous year	70.4%	Up from 69.4%	83.8%	85.1%
Teacher attendance rate	91.9%	Down from 94.8%	94.9%	94.8%
Average teacher salary	\$41,303	Up 4.4%	\$39,222	\$40,566
Prof. development days/teacher	13.8 days	Up from 11.8 days	11.1 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.3
Student-teacher ratio in core subjects	13.9 to 1	Up from 13.7 to 1	20.0 to 1	21.3 to 1
Prime instructional time	83.9%	Down from 85.3%	88.9%	89.3%
Dollars spent per pupil*	\$7,721	Up 0.1%	\$5,589	\$5,821
Percent of expenditures for teacher salaries*	59.3%	Up from 48.9%	61.7%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.2%	Up from 96.0%	94.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	89.9%		92.0%	
Highly qualified teachers in high poverty schools**	88.1%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This school year, we have been continually working toward improving the achievement of our students. Last year's test scores were not where we would have liked for them to be. A lot has been done to assist teachers at working with students to help improve achievement. We implemented our in-house benchmarking assessment tool as well as the District's benchmarking assessment to help measure and monitor students' achievement. We worked with other schools within the Beaufort Cluster to develop strategies to assist students in improving achievement in order to help close the achievement gap.

As we worked toward streamlining our approaches to student learning, teachers continued to focus on unwrapping our content standards so that they were more comprehensible for teachers as well as students. Integration of the arts and the practices of the Middle Years Program into the curriculum have been a continued focus this school year. We will continue to expand this focus as we increase our concentration through staff development and greater implementation throughout our curriculum. As a result of teachers continued efforts of implementing a variety of strategies into their lessons, students have begun to demonstrate their mastery of elements of the curriculum through methods such as an increased use of presentations, projects, and technology-assisted programs. Our goal is to continue to increase these kinds of opportunities for our students. This effort will continue to be developed through the staff development opportunities provided through the Teacher Advancement Program.

We are proud of an increase in parent participation, our 10 Junior Scholars, 33% decrease in suspensions and in-school suspensions, improvement in attendance, our 8th grade student who represented Beaufort County as the Lieutenant Governor's Writing Award winner, our drama students who won 1st Place in the South Carolina Mock Trial Competition, and being the recipient of the 21st Century After-School Grant and the HOST Math Grant.

The staff, students, parents, and community of Lady's Island Middle School will continue to strive toward excellence. We will work together to build relationships that transform our school into a learning community where students will develop common beliefs and values to create a consistent focus.

Priscilla Drake, Principal  
Ashley Gess, SIC Chairperson  
DeAnna Johnson, PTO President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	48	203	109
Percent satisfied with learning environment	66.0%	80.0%	71.6%
Percent satisfied with social and physical environment	83.0%	78.0%	60.4%
Percent satisfied with home-school relations	47.7%	81.2%	56.1%

\*Only students at the highest middle school grade level at this school and their parents were included.